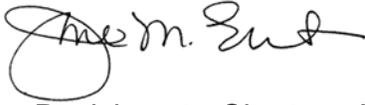




THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: P-12 Education Committee

FROM: Jhone M. Ebert 

SUBJECT: Charter Schools: Revisions to Charters Authorized by the Chancellor of the New York City Department of Education (NYCDOE)

DATE: March 17, 2016

AUTHORIZATION(S): 

SUMMARY

Issue for Decision

Should the Regents approve the proposed revisions to the charters of the following six schools authorized by the Chancellor of the New York City Department of Education (NYCDOE):

1. Bronx Community Charter School
2. Community Roots Charter School
3. Harlem Children's Zone Promise Academy II Charter School
4. Hyde Leadership Charter School
5. PAVE Academy Charter School
6. Renaissance Charter School

Reason(s) for Consideration

Required by New York State law.

Proposed Handling

This issue will come before the P-12 Education Committee and the Full Board for action at the March 2016 Regents meeting.

Background Information

I forward the revision recommendations for the following charter schools, as proposed by the Chancellor of the NYCDOE in her capacity as a charter school authorizer under Article 56 of the Education Law. The Chancellor asks that the charters be revised as indicated. The NYCDOE has provided a summary for each school as set forth below.

BRONX COMMUNITY CHARTER SCHOOL

| | |
|---|--|
| Board Chair(s) | Ariel Behr |
| Charter Management Organization (if applicable) | N/A |
| Other Partner(s) | N/A |
| District(s) of Location | NYC Community School District 10 |
| Physical Address(es) | 3170 Webster Avenue, Bronx, NY 10467 |
| Facility Owner(s) | Private |
| Enrollment ¹ | 412 |
| Grades Served ² | K-6 |
| School Opened For Instruction | 2008-2009 |
| Current Charter Term | July 1, 2015 to June 30, 2020 |
| Current Authorized Grade Span | K-8 |
| Current Authorized Enrollment | 500 |
| Revision Requested | To increase the authorized enrollment by 20 students for the 2016-17 school year from 500 students to 520 students. |
| Revision Recommendation | Approve |
| Timetable for Revision Implementation | The Regents action for Bronx Community Charter School would take into effect July 1, 2016. |

Bronx Community Charter School (Bronx Community) was first authorized by the Chancellor of the NYCDOE as a charter school for the 2008-09 school year. Bronx Community is a K-6 school that is authorized to expand to serve K-8 located in NY Community School District 10 in the Bronx. The school is sited in private space and is not

¹ According to ATS data as of October 14, 2015.

² Grades served during the 2015-16 school year.

co-located with any other education programs.³ The School is in the third charter term and was issued a full term renewal in May 2015. The School is currently serving 412 students in Grades K-6 in the 2015-16 school year. The School is operating below authorized scale, which is 500 students.

The School has submitted a charter revision request to the Chancellor of the NYCDOE to take the following actions: increase the authorized enrollment by 20 students for the 2016-17 school year from 500 students to 520 students.

Bronx Community received a full term renewal in May 2015. At the time of renewal, the School demonstrated academic achievement and progress.

Over the course of the charter term, the school performed above the average of the CSD of location in ELA and math Common Core aligned NYS assessments.

The revision sought would impact student enrollment.

Bronx Community submitted the following rationale in support of their charter revision request:

This change would provide a significant educational benefit to the students of Bronx Community Charter School by allowing the school to continue to provide an excellent education with two teachers in every class in a wonderful school facility that meets the needs of the students.

This change in enrollment would not have any negative effects. Bronx Community Charter School is the only charter elementary school in all of Community School District 10, and so charter schools do not have an impact on the enrollment of district public schools in this district of over 54,000 students. Many CSD 10 schools are overcrowded and have waiting lists for kindergarten spots, and there is always a need for extra public school seats in the district.

Bronx Community Charter School has space for the extra students and will still maintain a student-teacher ratio of 13:1 because every class is co-taught.

³ According to NYC DOE Location Code Generation and Managements System.

Overall Proficiency

| All Students | ELA | | | | | Math | | | | |
|------------------|--------------------|---------|---------------------|-----|-----------------|--------------------|---------|---------------------|-----|-----------------|
| | Bronx Community CS | CSD #10 | Variance to CSD #10 | NYC | Variance to NYC | Bronx Community CS | CSD #10 | Variance to CSD #10 | NYC | Variance to NYC |
| 2014-2015 | 20% | +18% | 2% | 30% | -10% | 31% | 26% | +5% | 39% | -8% |

Note: This 2015 proficiency data comes from the previous charter term; the school has not yet taken state assessments in its current charter term.

Enrollment of Special Populations

| | 2014 -2015 | | |
|---|--------------------|---------|----------|
| | Bronx Community CS | CSD #10 | Variance |
| Economically Disadvantaged | 82% | 87% | -5% |
| Limited English Proficient ⁴ | 14% | 20% | -6% |
| Students with Disabilities ⁵ | 18% | 18% | 0% |

Note: This 2015 enrollment and retention data comes from the previous charter term; 15-16 enrollment and retention rates are not currently accurately available.

⁴ Includes ELL students exited from a program within the last three years of the reporting period.

⁵ Includes SWD students exited from a program within the last three years of the reporting period.

Strategy for Enrolling Special Populations

Timeline of outreach and promotional activities: School directors present in English and Spanish at day cares and pre-kindergarten programs throughout CSD 10, including Mosholu Montefiore Community Center, Kingsbridge Heights Community Center, Amalgamated Nursery School, Tolentine Zeiser, and Concourse House Day Care. Staff and BxC families distribute fliers widely. Specific outreach activities for English language learners (ELLs) and students requiring Special Education (SPED) services: Directors conduct presentations and tours in Spanish as well as English, and do targeted outreach to centers such as Kingsbridge Heights Community Center and Concourse House Day Care that have high numbers of English Language Learners. Fliers and tour materials are all bilingual in Spanish and English, and state that the school encourages English Language Learners to apply.

BxC's lottery includes a preference for English Language Learners, as defined in its new charter. This preference is included in BxC's tour fliers and discussed at every event. As a result, BxC's percentage of English Language Learners has nearly doubled and is currently at 17%.

Directors make a special pitch at every presentation to encourage children with special needs to apply and to detail the range of services offered at the school and the fact that over half of BxC classrooms are CTT classes taught by a certified special educator and a certified general educator. Directors have encouraged CPSE and CSE to refer students with special needs to BxC, and have also shared information with two Bronx locations of the Herbert G. Birch Early Childhood Centers. The flier and tour materials state that the school encourages students with special needs to apply. Implementing this has led to BxC having comparable percentages of students with special needs to District 10.

83% of BxC students qualify for free or reduced-price lunch, not far below the number for District 10 at large.

Summary of Public Comment

As required by the Charter School Act, the New York City Department of Education held a public hearing about the proposed revision on January 13, 2016 at 5:30 pm in the Bronx. Three individuals attended the hearing. There were no public comments made.

COMMUNITY ROOTS CHARTER SCHOOL

| | |
|---|---|
| Board Chair(s) | Tracey Strauss |
| Charter Management Organization (if applicable) | N/A |
| Other Partner(s) | Community Based Organization: Brooklyn Academy of Music |
| District(s) of Location | NYC Community School District 13 |
| Physical Address(es) | 51 Saint Edwards Street, Brooklyn, NY 11205 (K-5) 50 Navy Street, Brooklyn, NY 11201 (6-8) |
| Facility Owner(s) | DOE |
| Enrollment ⁶ | 462 |
| Grades Served ⁷ | K-8 |
| School Opened For Instruction | 2006-2007 |
| Current Charter Term | July 1, 2015 to June 30, 2020 |
| Current Authorized Grade Span | K-8 |
| Current Authorized Enrollment | 462 |
| Revision Requested | Increase the authorized enrollment by 12 students for the 2016-17 school year. |
| Revision Recommendation | Approve |
| Timetable for Revision Implementation | The Regents action for Community Roots would take effect July 1 2016. |

Community Roots Charter School (Community Roots) was first authorized by the Chancellor of the NYCDOE as a charter school for the 2006-07 school year. Community Roots is a K-8 school located in NY Community School District 13 in Brooklyn. The school is sited in two buildings. In K067, they are co-located with P.S. 67 and P.S. 369. In K287, they are co-located with P.S. 287⁸. The School is in the third charter term and was issued a full term renewal in June 2015. The School is currently serving 462 students in Grades K-8 in the 2015-16 school year. The School is operating at authorized scale, which is 462 students.

⁶ According to ATS data as of October 14, 2015.

⁷ Grades served during the 2015-16 school year.

⁸ According to NYC DOE Location Code Generation and Managements System

The School has submitted a charter revision request to the Chancellor of the NYCDOE to take the following actions: increase the authorized enrollment by 12 students for the 2016-17 school year from 462 students to 474 students.

Community Roots received a full term renewal in June 2015. At the time of renewal, the School demonstrated academic achievement and progress.

Over the course of the charter term, the school performed above the average of the CSD of location in ELA and math Common Core aligned NYS assessments.

The revision sought would impact student enrollment.

Community Roots submitted the following rationale in support of their charter revision request:

Community Roots is seeking this enrollment increase because of the benefits to both the community and existing students. Given the co-teaching structure in the school, the additional students will allow for more evenly split groups, streamline classroom set-up and allow for curricular coordination and consistency in lesson planning. The even split model has worked well in the middle school grades, which have seen academic success as a result of the structure. Additionally, Community Roots would like to offer more seats to the community.

Overall Proficiency

| All Students | ELA | | | | | Math | | | | |
|--------------|--------------------|---------|---------------------|-----|-----------------|--------------------|--------|---------------------|-----|-----------------|
| | Community Roots CS | CSD #13 | Variance to CSD #13 | NYC | Variance to NYC | Community Roots CS | CSD#13 | Variance to CSD #13 | NYC | Variance to NYC |
| 2014-2015 | 46% | 25% | +21% | 30% | +16% | 45% | 26% | +19% | 35% | +10% |

Note: This 2015 proficiency data comes from the previous charter term; the school has not yet taken state assessments in its current charter term.

Enrollment of Special Populations

| | 2014 -2015 | | |
|--|--------------------|---------|----------|
| | Community Roots CS | CSD #13 | Variance |
| Economically Disadvantaged | 24% | 70% | -46% |
| Limited English Proficient ⁹ | 2% | 4% | -2% |
| Students with Disabilities ¹⁰ | 25% | 13% | +12% |

Note: This 2015 enrollment and retention data comes from the previous charter term; 15-16 enrollment and retention rates are not currently accurately available.

Strategy for Enrolling Special Populations

The Director of Community Development and School Aide have been meeting weekly to implement the plan to increase recruitment and outreach to special populations. The Director of Operations has had all recruitment and outreach materials translated into Chinese and Spanish. The Director of Operations has also developed a tracking system to identify where applications have come from in order to assist The Director of Community Development and School Aide to assess their strategy for the following application season.

The school has made contact with District 13 Head Start Centers serving pre-kindergarten students to schedule presentations, and application and recruitment materials have been dropped off.

Summary of Public Comment

As required by the Charter School Act, the New York City Department of Education held a public hearing about the proposed revision on December 22, 2015 at 5:30 pm in Brooklyn. Two individuals attended the hearing. There were no public comments made.

⁹ Includes ELL students exited from a program within the last three years of the reporting period.

¹⁰ Includes SWD students exited from a program within the last three years of the reporting period.

HARLEM CHILDREN’S ZONE PROMISE ACADEMY II CHARTER SCHOOL

| | |
|---|---|
| Board Chair | Geoffrey Canada |
| Charter Management Organization (if applicable) | N/A |
| Other Partner(s) | Community Based Organization: Harlem Children's Zone |
| District(s) of Location | NYC Community School District 5 |
| Physical Address(es) | 2005 Madison Avenue, Manhattan , NY 10035 (K-5) 35 East 125th Street, Manhattan, NY 10035 (6-11) |
| Facility Owner(s) | DOE & Private |
| Enrollment ¹¹ | 877 |
| Grades Served ¹² | K-11 |
| School Opened For Instruction | 2005-2006 |
| Current Charter Term | April 15, 2015 to June 30, 2019 |
| Current Authorized Grade Span | K-12 |
| Current Authorized Enrollment | 1,040 |
| Revision Requested | To increase the authorized enrollment from 1040 to 1250, increasing the rate of enrollment in elementary grades. |
| Revision Recommendation | Approve |
| Timetable for Revision Implementation | The Regents action for Harlem Children’s Zone Promise Academy II Charter School would take effect July 1, 2016. |

Harlem Children’s Zone Academy of Promise II Charter School (HCZ PA II) was first authorized by the Chancellor of the NYCDOE as a charter school for the 2004-05 school year. HCZ PA II is a K-11 school that is authorized to expand to serve K-12 located in NY Community School District 5 in Manhattan. The school is sited in two buildings. In M501, they are co-located with The Urban Assembly School for Global Commerce, The Choir Academy of Harlem, and Democracy Prep Harlem Charter

¹¹ According to ATS data as of October 14, 2015.

¹² Grades served during the 2015-16 school year.

School. This school is not co-located with any other education programs.¹³The School is in the third charter term and was issued a full term renewal in February 2015. The School is currently serving 877 students in Grades K-11 in the 2015-16 school year. The School is operating below authorized scale, which is 1040 students.

The School has submitted a charter revision request to the Chancellor of the NYCDOE to take the following actions: increase the authorized enrollment from 1040 to 1250, increasing the rate of enrollment in elementary grades.

HCZ PA II received a full term renewal in February 2015. At the time of renewal, the School demonstrated academic achievement and progress.

Over the course of the charter term, the school performed above the average of the CSD of location in ELA and math Common Core aligned NYS assessments. The school also outperformed the state in Regents pass rate in both Common Core English and Common Core Algebra.

The revision sought would impact student enrollment.

HCZ PA II submitted that following rationale in support of the charter revision request:

Harlem Children’s Zone Promise Academy II Charter School is applying for an amendment to the existing charter in order to increase projected enrollment over the next five years. Maintaining a more stable enrollment is the primary motivation behind this change.

Promise Academy II has slightly increased the rate of admission in grades beyond our primary entry grade of kindergarten. As the attrition rate has become more stable and predictable, the spots for additional students have been filled in order to maintain more stable enrollment, across grades, over time.

Overall Proficiency

| All Students | ELA | | | | | Math | | | | |
|--------------|--------------|--------|--------------------|-----|-----------------|-----------|-------|-------------------|-----|-----------------|
| | HCZ PA II CS | CSD #5 | Variance to CSD #5 | NYC | Variance to NYC | HCZ PA II | CSD#5 | Variance to CSD#5 | NYC | Variance to NYC |
| 2014-2015 | 26% | 16% | +10% | 30% | -4% | 57% | 15% | +42% | 35% | +22% |

Note: This 2015 proficiency data comes from the previous charter term; the school has not yet taken state assessments in its current charter term.

¹³ According to NYC DOE Location Code Generation and Managements System

Enrollment of Special Populations

| | 2014 -2015 | | |
|--|------------|--------|----------|
| | HCZ PA II | CSD #5 | Variance |
| Economically Disadvantaged | 83% | 81% | +2% |
| Limited English Proficient ¹⁴ | 3% | 9% | -6% |
| Students with Disabilities ¹⁵ | 17% | 19% | -2% |

Note: This 2015 enrollment and retention data comes from the previous charter term; 15-16 enrollment and retention rates are not currently accurately available.

Strategy for Enrolling Special Populations

At Harlem Children’s Zone Promise Academy II Charter School, we are committed to recruiting and serving the most at-risk families in our district. While we do target recruitment and enrollment efforts at families for whom English is not the primary language, we also intervene early (starting to work with our students when they are three years old). In many cases, this early intervention has consistently helped our young people to develop the necessary English skills to pass the NYSITELL assessment at Kindergarten entry, preventing them from being officially labeled as English Language Learners at the elementary school level.

In recent years, we’ve made a very conscious effort to partner with parents to identify any special needs of their children. While many parents are reluctant to have their children classified as special education, we’ve worked to demonstrate that there is no stigma to having an IEP and considerable benefit to having students’ needs identified and providing them with the appropriate services. The pipeline of services Harlem Children’s Zone offers, such as its social work team and partnerships with other organizations, attracts special education students who are assured by our outreach teams that PAII has the resources to support them. Harlem Children’s Zone early childhood programs also give us the opportunity to reach out to these families and alleviate some of their concerns around special services, while informing them of the benefits Promise Academy II has to offer.

¹⁴ Includes ELL students exited from a program within the last three years of the reporting period.

¹⁵ Includes SWD students exited from a program within the last three years of the reporting period.

In recruiting for the Harlem Children's Zone Baby College for example, an early childhood program that targets expectant parents and those raising a child of up to three years old, bi- and multilingual staff members target blocks within the Harlem area to daily meet and greet with families allowing staff members to gain a pulse of the community. These outreach workers talk to people on the street, go door-to-door in apartment buildings, and advertise at local businesses and non-profits. The outreach teams include workers who speak Spanish and French, as well as some of the more common West African dialects spoken by many recent immigrants in the neighborhood. Recruitment materials are offered in Spanish and French and the Baby College application is also available in Spanish and French. Baby College has approximately five nine-week cycles each year and each cycle has a French class and a Spanish class available.

Before accepted children enter kindergarten, there is an aggressive effort to get the children two years of concrete services. We offer all of our early intervention classes in Spanish and French, as well as English. We also assign staff members to students who speak very little English. For example, we have a large community from French speaking countries in West Africa, and staff members are able to effectively communicate in those different dialects with children and their families as we outreach to interested families.

Summary of Public Comment

As required by the Charter School Act, the New York City Department of Education held a public hearing about the proposed revision on January 5 2016 at 5:30 pm in Manhattan. Twenty individuals attended the hearing. Three comments were made in support based on the need to match enrollment of the sister school and that 9th grade was 100% on grade level. There were three comments were made in opposition based on the impact HCZ's increased enrollment will have on district schools.

HYDE LEADERSHIP CHARTER SCHOOL

| | |
|---|--|
| Board Chair(s) | Herbert Fixler |
| Charter Management Organization (if applicable) | N/A |
| Other Partner(s) | N/A |
| District(s) of Location | NYC Community School District 8 |
| Physical Address(es) | 730 Bryant Avenue, Bronx, NY 10474 (K-8) 830 Hunts Point Avenue, Bronx, NY 10474 (9-12) |
| Facility Owner(s) | DOE & Private |
| Enrollment ¹⁶ | 955 |
| Grades Served ¹⁷ | K-12 |
| School Opened For Instruction | 2006-2007 |
| Current Charter Term | July 1, 2015 to June 30, 2018 |
| Current Authorized Grade Span | K-12 |
| Current Authorized Enrollment | 940 |
| Revision Requested | To increase the authorized enrollment by 20 students for the 2016-17 school year from 940 students to 960 students. |
| Revision Recommendation | Approve |
| Timetable for Revision Implementation | The Regents action for Hyde Leadership Charter School would take effect July 1, 2016. |

Hyde Leadership Charter School (Hyde) was first authorized by the Chancellor of the NYCDOE as a charter school for the 2006-07 school year. Hyde is a K-12 school located in NY Community School District 8 in the Bronx. The school is sited in two buildings. In X074, which houses grades K-8, they are co-located with The Vida Bogart School For All Children and The Hunts Point School. In XATU, they are in private space and are not co-located with any other education programs.¹⁸ The School is in the third charter term and was issued a full term renewal in May 2015. The School is currently serving 955 students in Grades K-12 in the 2015-16 school year. The School is operating above authorized scale, which is 940 students.

¹⁶ According to ATS data as of October 14, 2015.

¹⁷ Grades served during the 2015-16 school year.

¹⁸ According to NYC DOE Location Code Generation and Managements System

The School has submitted a charter revision request to the Chancellor of the NYCDOE to take the following actions: increase the authorized enrollment by 20 students for the 2016-17 school year from 940 students to 960 students.

Hyde Leadership Charter School received a short term renewal in May 2015. At the time of renewal, the School demonstrated academic achievement and progress.

Over the course of the charter term, the school did not perform above the average of the CSD of location in ELA, but did perform above the CSD of location in math Common Core aligned NYS assessments. The School outperformed the state in the Comprehensive English, Common Core English and Common Core Algebra Regents Exams. The School did not outperform the state in the Integrated Algebra Regents Exam.

The revision sought would impact student enrollment.

Hyde Leadership Charter School submitted the following rationale in support of the charter revision request:

As a K-12 school authorized for 3 sections per grade, Hyde is at scale with 960 - 975 enrolled students. Hyde operates in the highest risk community for children in New York City and serves students well. Our on-time graduation rates exceed 90% each year, strong performance relative to District 8 (50%) and New York City (68%). Furthermore, 89% of our students with disabilities have graduated on time as well, a remarkable achievement relative to District 8 (27%) and New York City (41%). With this request, we hope to offer 20 more high-quality education seats to the children and families of New York City.

Overall Proficiency

| | ELA | | | | | Math | | | | |
|--------------|--------------------|--------|--------------------|-----|-----------------|--------------------|--------|--------------------|-----|-----------------|
| All Students | Hyde Leadership CS | CSD #8 | Variance to CSD #8 | NYC | Variance to NYC | Hyde Leadership CS | CSD #8 | Variance to CSD #8 | NYC | Variance to NYC |
| 2014-2015 | 18% | 19% | -1% | 30% | -12% | 26% | 22% | 4% | 35% | -9% |

Note: This 2015 proficiency data comes from the previous charter term; the school has not yet taken state assessments in its current charter term.

Enrollment of Special Populations

| | 2014 -2015 | | |
|--|--------------------|--------|----------|
| | Hyde Leadership CS | CSD #8 | Variance |
| Economically Disadvantaged | 92% | 89% | +3% |
| Limited English Proficient ¹⁹ | 8% | 12% | -4% |
| Students with Disabilities ²⁰ | 16% | 21% | -5% |

Note: This 2015 enrollment and retention data comes from the previous charter term; 15-16 enrollment and retention rates are not currently accurately available.

Strategy for Enrolling Special Populations

Hyde Leadership Charter School's current lottery preferences are:

1. Children of staff members;
2. Siblings of currently enrolled students;
3. Students residing in District 8;
4. Students residing elsewhere in New York City.

Since we do not specifically target SPED and ELL enrollments, Hyde relies on its outreach program of information sessions, recruitment fairs and Open House sessions to inform prospective parents of the opportunities available at Hyde for such students.

Once the lottery is held and new students are selected for available slots, the Special Education Director meets with the families of students with Special Education needs to ensure they understand the programming at Hyde and also know that there is a significant population of students with disabilities that are included and given full access to the general education curriculum. Additionally, the Special Education department recruits students with disabilities through an annual fair for students with disabilities held by Include NYC (formerly Resources for Children with Special Needs).

¹⁹ Includes ELL students exited from a program within the last three years of the reporting period.

²⁰ Includes SWD students exited from a program within the last three years of the reporting period.

Summary of Public Comment

As required by the Charter School Act, the New York City Department of Education held a public hearing about the proposed revision on December 15 2015 at 5:30pm in the Bronx. Two-hundred and thirty individuals attended the hearing. Nine comments were made in support based on the strong community at the school and no comments were made in opposition.

PAVE ACADEMY CHARTER SCHOOL

| | |
|---|--|
| Board Chair(s) | Scott Whitworth |
| Charter Management Organization (if applicable) | PAVE School Inc. |
| Other Partner(s) | N/A |
| District(s) of Location | NYC Community School District 15 |
| Physical Address(es) | 732 Henry Street, Brooklyn, NY 11231 |
| Facility Owner(s) | Charter Partnership Building |
| Enrollment ²¹ | 511 |
| Grades Served ²² | K-8 |
| School Opened For Instruction | 2008-2009 |
| Current Charter Term | July 1, 2013 to June 30, 2018 |
| Current Authorized Grade Span | K-8 |
| Current Authorized Enrollment | 450 |
| Revision Requested | To increase the authorized enrollment by 40 students for the 2016-17 school year from 450 students to 490 students. |
| Revision Recommendation | Approve |
| Timetable for Revision Implementation | The Regents action for PAVE Academy Charter School would take effect July 1, 2016. |

²¹ According to ATS data as of October 14, 2015.

²² Grades served during the 2015-16 school year.

PAVE Academy Charter School (PAVE) was first authorized by the Chancellor of the NYCDOE as a charter school for the 2008-09 school year. PAVE is a K-8 school located in NY Community School District 15 in Brooklyn. The school is sited in a Charter Partnership Building where they are not co-located with any other education programs.²³ The School is in its second charter term and was issued a full term renewal in the 2012-13 school year. The School is currently serving 511 students in Grades K-8 in the 2015-16 school year. The School is operating above authorized scale, which is 450.

The School has submitted a charter revision request to the Chancellor of the NYCDOE to take the following actions: increase the authorized enrollment by 40 students for the 2016-17 school year from 450 students to 490 students.

PAVE Academy received a full term renewal in 2012-13. At the time of renewal, the School demonstrated academic achievement and progress.

Over the course of the charter term, the school did not consistently perform above the average of the CSD of location in ELA and math Common Core aligned NYS assessments.

The revision sought would impact student enrollment.

PAVE academy submitted the following rationale in support of the charter revision request:

The school's extensive waitlist also supports this increased enrollment: PAVE averaged 883 applicants in 2013, 2014, and 2015. During this time, an overwhelming majority of PAVE's population has remained consistently low-income and Hispanic students from Red Hook.

Finally, it is [PAVE's] understanding that the 27 students per class and 2 sections per grade remains a small school model in comparison to the other high-performing charters and districts schools that have more sections per grade and, not infrequently, more students per class.

²³ According to NYC DOE Location Code Generation and Managements System

Overall Proficiency

| | ELA | | | | | Math | | | | |
|---------------------|-----------------|---------|---------------------|-----|-----------------|-----------------|---------|---------------------|-----|-----------------|
| | PAVE Academy CS | CSD #15 | Variance to CSD #15 | NYC | Variance to NYC | PAVE Academy CS | CSD #15 | Variance to CSD #15 | NYC | Variance to NYC |
| All Students | | | | | | | | | | |
| 2013-2014 | 32% | 42% | -10% | 29% | +3% | 54% | 51% | +3% | 38% | +13% |
| 2014-2015 | 24% | 43% | -19% | 30% | -6% | 41% | 52% | -11% | 37% | +4% |

Enrollment of Special Populations

| | 2013 -2014 | | | 2014 -2015 | | |
|--|--------------|---------|----------|--------------|---------|----------|
| | PAVE Academy | CSD #15 | Variance | PAVE Academy | CSD #15 | Variance |
| Economically Disadvantaged | 67% | 70% | -3% | 64% | 67% | -3% |
| Limited English Proficient ²⁴ | 5% | 17% | -12% | 5% | 17% | -12% |
| Students with Disabilities ²⁵ | 19% | 19% | 0% | 18% | 18% | 0% |

²⁴ Includes ELL students exited from a program within the last three years of the reporting period.

²⁵ Includes SWD students exited from a program within the last three years of the reporting period.

Strategy for Enrolling Special Populations

English Language Learner (ELL) Students

- Direct mail advertising and enrollment outreach in languages other than English.
- Other advertising in languages other than English.
- Outreach by multi-lingual staff.
- Outreach to immigrant communities.
- All school wide advertising and school materials are translated in languages other than English.
- A Google language translator application installed on the school's website.
- School information session(s) are held in trusted cultural centers in the community to attract more families who speak a language other than English.
- Translators are available for families at school events, such as parent-teacher conferences, report card nights, etc.
- Employed a full-time ELL teacher.
- Held a "Bilingual Family Night" in the Fall of 2013 and added a parent night to the school's yearly schedule.
- Three of the office staff are fluent in languages other than English.

Students Eligible for the Free or Reduced Price Lunch Program

- Meal program was covered at school open house, on application, and during tours.
- Support is offered to assist families in completing all necessary paperwork to ensure eligible students participate in the lunch program.
- Recruitment occurred throughout neighborhoods surrounding the school and in the local district.
- PAVE Academy applied for and was granted access to NYSED's Community Eligibility Option, through which 100% of students receive free lunch, breakfast, and snack at no cost to families.
- All mass brochures, mailings, and the enrollment application mention that the school accommodates students with disabilities, English language learners, and participate in the free and reduced lunch program.

Students with Disabilities (SWD)

- Direct mail advertising and enrollment outreach that mentions special needs.
- School website that mentions special needs.
- Other advertising that mentions special needs.
- Employed two full-time Learning Support Coordinators and three interventionists.

Summary of Public Comment

As required by the Charter School Act, the New York City Department of Education held a public hearing about the proposed revision on December 9, 2015 at 5:30 p.m. in Brooklyn. No individuals attended the hearing.

RENAISSANCE CHARTER SCHOOL

| | |
|---|---|
| Board Chair(s) | Sandra Geyer |
| Charter Management Organization (if applicable) | N/A |
| Other Partner(s) | N/A |
| District(s) of Location | NYC Community School District 30 |
| Physical Address(es) | 35-59 81st Street, Queens, NY 11372 |
| Facility Owner(s) | DOE |
| Enrollment ²⁶ | 563 |
| Grades Served ²⁷ | K-12 |
| School Opened For Instruction | 2000-2001 |
| Current Charter Term | May 18, 2015 to June 30, 2019 |
| Current Authorized Grade Span | K-12 |
| Current Authorized Enrollment | 541 |
| Revision Requested | To increase the authorized enrollment of Renaissance Charter School from 541 to 558. |
| Revision Recommendation | Approve |
| Timetable for Revision Implementation | The Regents action for Renaissance Charter School would take effect July 1, 2016. |

Renaissance Charter School (TRCS) was first authorized by the Chancellor of the NYCDOE as a charter school for the 1999-00 school year. TRCS is a K-12 school located in NY Community School District 30 in Queens. The school is sited in a district space. In Q885, they are co-located with P.S. Q255 and the offices for Universal Pre-K

²⁶ According to ATS data as of October 14, 2015.

²⁷ Grades served during the 2015-16 school year.

C.B.O.²⁸The School is in its fourth charter term and was issued a short term renewal in May 2015. The School is currently serving 563 students in Grades K-8 in the 2015-16 school year. The School is operating above authorized scale, which is 541students.

The School has submitted a charter revision request to the Chancellor of the NYCDOE to take the following actions: increase the authorized enrollment by 17 students for the 2016-17 school year from 541students to 558 students.

TRCS received a short term renewal in May 2015. At the time of renewal, the School partially demonstrated academic achievement and progress.

Over the course of the charter term, the school performed above the average of the CSD of location in ELA and below the CSD of location math Common Core aligned NYS assessments. The School outperformed the state in Comprehensive English, Integrated Algebra, and Common Core Algebra.

The revision sought would impact student enrollment.

TRCS submitted the following rationale to support the charter revision:

Renaissance Charter School seeks a material revision to increase our documented maximum authorized enrollment in order to continue to serve the number of students we have been serving for the past several years. Enrolling this number of students, as we were able to in the past, and currently serve, has allowed us to enroll enough students to enable a strong collaborative relationship with a D75 program integrated within our school. Without an increased maximum authorized enrollment, the true number of students that Renaissance has always served would not be acknowledged and we would not be able to engage in the rich programming and support that we provide to our D75 partner and the entire Jackson Heights and CSD 30 community.

²⁸ According to NYC DOE Location Code Generation and Managements System

Overall Proficiency

| | ELA | | | | | Math | | | | |
|--------------|------|---------|---------------------|-----|-----------------|------|---------|---------------------|-----|-----------------|
| All Students | TRCS | CSD #30 | Variance to CSD #30 | NYC | Variance to NYC | TRCS | CSD #30 | Variance to CSD #30 | NYC | Variance to NYC |
| 2014-2015 | 30% | 34% | -4% | 30% | 0% | 48% | 42% | +6% | 35% | +13% |

Note: This 2015 proficiency data comes from the previous charter term; the school has not yet taken state assessments in its current charter term.

Enrollment of Special Populations

| | 2014 -2015 | | |
|--|------------|---------|----------|
| | TRCS | CSD #30 | Variance |
| Economically Disadvantaged | 36% | 84% | -48% |
| Limited English Proficient ²⁹ | 7% | 18% | -11% |
| Students with Disabilities ³⁰ | 15% | 13% | +2% |

Note: This 2015 enrollment and retention data comes from the previous charter term; 15-16 enrollment and retention rates are not currently accurately available.

²⁹ Includes ELL students exited from a program within the last three years of the reporting period.

³⁰ Includes SWD students exited from a program within the last three years of the reporting period.

Strategy for Enrolling Special Populations

Renaissance Charter Schools (TRCS) has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including English Language Learners.

TRCS is located in one of the most diverse areas in New York City. Community District 30 which spans from the Ed Koch (59th Street) bridge to East Elmhurst has populations and communities from all over the globe. In the last several years, we have seen the demographics of our area shift to include more Asian families including those from Nepal and Tibet. Additionally, we are seeing a decline in African American families and an increase in those of Latino descent. At TRCS, we have 24 home languages spoken. Additionally, since we are a PK-12 school, we often have families of 2-4 children all attending our school simultaneously.

TRCS has a long-time Admissions' Coordinator who also is a long-time resident of Jackson Heights and intimately knows the community. Supporting her in her work are two parent coordinators (one who is fluent in Spanish – which is spoken by approximately 50% of our families). This year we created a new position on our management team – Administrator for School Culture and Family Engagement. This role has many responsibilities one of which is to make our school welcoming and accessible to all our families, including those who are not native English speakers. We have worked hard to hire a faculty and staff that is representative of the population we serve and the community-at-large. Our staff speak over 11 different languages many of which are also spoken by our families.

While we do not have a tremendous amount of money to spend on recruitment due to current fiscal conditions, we do allocate funds and get in-kind donations for translation of materials, translations of open houses, staff overtime and staff travel to outside community events to recruit families to apply to our school.

TRCS has extremely strong ties to our community including community leaders, community organizations, elected officials, advocacy groups and educational institutions. In fact, we host several community organizations at our school including Make the Road four nights a week. We have also hosted large events such as those supporting recent immigrants, the Dream Act, and gaining citizenship sponsored by our elected officials and the Latino Book Fair, an annual event. These events bring in hundreds of people into our building. We work very closely with our Community Board, Councilmember Danny Dromm, the Jackson Heights Beautification Group, Assemblyman Moya, Senator Peralta, Jackson Heights Gay and Lesbian Council and other groups in the area to support activities and events that attract families from various ethnic, religious and cultural groups.

TRCS hosts many events and activities throughout the year designed to be inclusive and welcoming to our families. One of the most successful events is our Latin American Carnival which draws large numbers of our families, extended families and community members. We are also mindful that we need to tailor our approach to families; understanding that “one size fits all doesn't work”. This goes hand-in-hand with our individual approach to looking at the whole child. We extend this philosophy to the family

and in doing so, design family conferences and outreach to best meet the needs of our community.

We create a timeline for open houses, outreach and admissions each year. Translation is available at our open houses. This school year we have already had two high school open houses in the fall and will have three PK-8 open houses in January and March. Additionally, open houses are held during the day and in the evening to accommodate the working schedules of interested families. TRCS also backfills in all grades throughout the year which allows for seats to be filled whenever one becomes available.

We send notices of our open houses and application process to local newspapers (including those in different languages), Inside Schools, district schools, elected officials, community based organization (including those suggested by The New York Charter Center as having strong ties to families who speak languages other than English) and to other organizations and businesses with ties to the community.

TRCS' materials are posted on our website and distributed widely as described above. We participate in The New York City Charter School's Common Application and also translate our admissions' information into Spanish, Mandarin, Bengali and Urdu. It should be noted that we have received a special distinction from Inside Schools for serving students with special needs. Our Administrator for Special Needs' students is also available to speak with prospective parents about what educational program TRCS can provide for their child. Additionally, our application clearly states that "We welcome applications from Students with Special Needs and English Language Learners."

Summary of Public Comment

As required by the Charter School Act, the New York City Department of Education held a public hearing about the proposed revision on December 16 2015 at 5:30pm in Queens. Eight individuals attended the hearing. Five comments were made in support based on the fact that this revision is not the school's attempt to serve new students, but to recognize the students already being served. There were no comments made in opposition.

Recommendation

VOTED: That the Board of Regents finds that: (1) the charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for **Bronx Community Charter School**, as proposed by the Chancellor of the New York City Department of Education and amends the provisional charter accordingly.

VOTED: That the Board of Regents finds that: (1) the charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for **Community Roots Charter School**, as proposed by the Chancellor of the New York City Department of Education and amends the provisional charter accordingly.

VOTED: That the Board of Regents finds that: (1) the charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for **Harlem Children's Zone Promise Academy II Charter School**, as proposed by the Chancellor of the New York City Department of Education and amends the provisional charter accordingly.

VOTED: That the Board of Regents finds that: (1) the charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for **Hyde Leadership Charter School**, as proposed by the Chancellor of the New York City Department of Education and amends the provisional charter accordingly.

VOTED: That the Board of Regents finds that: (1) the charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for **PAVE Academy Charter School**, as proposed by the Chancellor of the New York City Department of Education and amends the provisional charter accordingly.

VOTED: That the Board of Regents finds that: (1) the charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the charter revision for **Renaissance Charter School**, as proposed by the Chancellor of the New York City Department of Education and amends the provisional charter accordingly.

Timetable for Implementation

- The Regents action for Bronx Community Charter School will become effective July 1, 2016.
- The Regents action for Community Roots Charter School will become effective July 1, 2016.
- The Regents action for Harlem Children’s Zone Promise Academy II Charter School will become effective July 1, 2016.
- The Regents action for Hyde Leadership Charter School will become effective July 1, 2016.
- The Regents action for PAVE Academy Charter School will become effective July 1, 2016.
- The Regents action for Renaissance Charter School will become effective July 1, 2016.